SIMULATION TECHNICIAN TRAINING PROGRAM WORKBOOK

Helping YOU build your team one step at a time!

created by Erin Brown, MHPE, CHSOS   edited by Marilyn Hanson, EdD

illustrated by Thad Anzur, MHPE

Preface

I never planned to be a simulation technician...

... as a matter of fact, when I applied for the position of "independently contracted simulation technician" with Rosalind Franklin University, I did so without really having a clear idea of what it actually entailed. The reason I took the job without a clear understanding of what was expected was that, in my interview, I was dazzled by the technology used in the center and the opportunity to help shape the future of healthcare. My thinking was, I had over 20 years of experience in the healthcare world providing patient care as an Ophthalmic Technician so, working with students in the same basic arena couldn't be *that hard*. I figured I would kind of just figure it out as I went along like I had in so many other positions I had held over the years.

When the time came for my first day on the job,

I showed up at the center ready to jump in with both feet! I met the person training me in the morning for a quick orientation to the space (which I had seen before) followed by a very quick breakdown of the simulation I was going to be observing and potentially participating in. I can still remember the feeling I had sitting in the control room for the first time... I was not just excited, but I felt like I had somehow, in a total stroke of luck, stumbled onto this wonderland that combined two worlds I loved - the best of new technologies and cutting-edge healthcare. As I watched the first group of students begin to file into the simulation space, the person training me talked about the objectives for the simulation, touched on some of the keywords to listen for in the student's conversations as cues, handed me a copy of the script and started to input the vitals into the manikin software. At first, because I am someone that really enjoys seeing how what I am learning can be applied, this just compounded my excitement and I nervously watched, asking small questions here and there. Very soon, however, the actual simulation started and I found myself so completely overwhelmed by not just the amount of information I was trying to process, but also by all the sounds and cues I was supposed to be listening for. The entire day passed in what felt like minutes as groups of students filed in and out of the space for each iteration we ran. The person training me and I worked as quickly as possible to change over the room and re-set the vitals before the next group appeared.

By the time the simulation was over and they asked me what questions I had, I actually couldn't think of any because my brain was so overworked and stimulated. I left that day exhilarated by what I had seen and been able to participate in, and, also terrified of everything I perceived as being required for my position. How in the world would I remember so many terms for a field I was not part of? How could I learn to listen to what the students were saying in such a way as to actually hear the cues I was told to listen for? I was good with technology in general, but that day, I sat observing the simulation with no idea how to operate the manikin on my own. Even though I had not been told I would be doing it on my own the next time I was there, I added to my own stress by allowing my mind to fill the space of expectations related to the job because I didn't actually know what they were.

I truly loved watching the simulation on that first day – it was exciting and fast–paced with all kinds of valuable new information being presented to me. As a lifelong student, this appealed to me very much, but as I got further out from the first simulation I watched and as the time grew closer to when I was expected to return the next day, my anxiety started to quickly escalate. Looking back, it feels like this anxiety was mostly centered around the idea of not knowing what exactly was expected of me when I was in the space. I was basically walking blindly into an intense situation that I didn't know if I would have the skills to correctly participate in swallowed up by the thought I *may not actually be able to do what is being asked of me*. Now, having several years in the field behind me, I understand this tends to be the nature of simulation, but at the time, I had no idea.

Even today, when I try to look up the exact definition of a simulation technician, the definition tends to leave a vague sort of fog over the sought-after details. According to Roles and Responsibilities of a Simulation Technician, "A simulation technician is an individual who specializes in both the technologies and methods used in the planning, preparation, and execution of simulation-based healthcare training and education events." (Armstrong & Lowther, 2022). This definition leaves out the enormity of the scope this position can cover, and due to the complexities and individual requirements of each program, it doesn't feel like a single definition would suffice in general. That's where the idea for this book was born.

This step-by-step workbook was developed with the intention of being your opportunity to help develop a shared mental model among team members. "Shared mental models lead to a common understanding of the situation, the plan for treatment, and the roles and tasks of the individual in the team. This is often described as the team 'being on the same page'." (Weller, Boyd & Cumin, p.149, 2014). To help you build a training program for your own simulation program based on your program's specific needs, each section offers helpful tips and suggested additions to help create an organized and structured simulation technician training program that produces qualified and confident sim techs!

The idea of creating an entire training program can be daunting, but as you begin this workbook and start to build a training program that helps create a team environment encouraging questions and clarity specific to your program, do so with the idea that things change all the time in simulation, and by extension, your training will need to be updated regularly. Keep in mind, the structure is important for clear expectations related to the trainee, but flexibility is important for the nature of simulation itself. This is a double-edged sword that can be hard to balance. Therefore, when designing each aspect of training, be sure to allow enough time for re-training if necessary (before moving to the next level) so your new technician is comfortable with the tasks being assigned to them once they complete that specific level of training. I also suggest including as much hands-on manipulation of the equipment as possible to help create a type of muscle memory when it comes to the correct set-up and care of each item and, spend the time to create written directions for as many of the basic components (the ones that rarely change, like the turning on and off of equipment) as possible. These written directions can then be used in multiple situations to help provide clarity about roles (think of "refreshers" for techs you may not have worked with in a while, "sick plans" for if a technician calls off on the morning of a simulation or for faculty to more fully participate). It is also very helpful to do some research on simulation websites to start creating a bank of resources related to the specific skills you want to cultivate and include.

Trying to find new, engaging, and creative ways to impart important skills can be challenging at times. If you find yourself feeling stuck or like you can't figure out a specific issue, walk away from it, try creating something different, or simply close the book for the day... frustration only becomes compounded when you continue to focus on what created the frustration. Above all, when creating this training, have fun and remember why you joined this amazing program to begin with. This is your opportunity to show someone else how amazing this world really can be.

How to Use This Workbook

This workbook is divided into 3 sections.

In the **first section** of this workbook (Assembling Components), you'll find exercises that can help you determine which skills to include in your training content, how to divide the information into manageable levels and brainstorm ideas for creating engaging content. It's recommended that you take a walk around the simulation area and take notes on the simulations your program is currently working on, as well as those in development before starting this section. To spark creativity, I have included examples for each exercise.

Moving on to the **second section** (Creating Your Training Module), it aims to help you put together all the elements you've created into a comprehensive and logical training format that can be used and updated as needed.

The **third section** (Starting Training on Day One) is designed to assist you in creating a welcome packet of information for your new trainee. It provides ideas, examples, and reasons for including all the information before day one even starts to guide the process.

These exercises are progressive and build upon one another to create a solid foundation for a personalized training program. As you use this workbook, remember to add your own creativity and hands-on experience to foster engagement.

Additionally, allow time for retention, asking questions, and conducting mock simulations to ensure the new team member fully understands their role. This approach promotes autonomy in the new employee, leading to a cohesive team that can think outside the box and develops innovative solutions to everyday challenges.

Part I:

Assembling Components
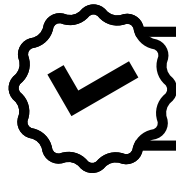
Structure in Chaos

When working in simulation, there are many elements that cannot be controlled no matter how amazing the training or the plan created ahead of time. Schedule changes at the last minute, adjustments for learners or faculty, faulty equipment, and weather are only some of the many things that may require quick, "on your feet" thinking as a simulation technician.

Although it is impossible to *fully* prepare a new team member for events beyond control, it is completely possible to give them the tools they need to make those situations as smooth as circumstances allow. But... *how*?

Creating a structured training program

Why should you structure your training content? There are several reasons, but here are the main ideas:

- There is a significant amount of information to be covered for someone new to simulation, even in the smallest of programs. This amount of information can feel not only overwhelming to your new team member but also to you as the person responsible for their learning and integration into your program (and most likely, daily simulation operations).
- In simulation, we tend to have the habit of "on the fly" training because that is, largely, how simulation works. While this has benefits like teaching to think outside the box in a simulation, ***it also causes important aspects of the job itself to be missed.*** Structured training allows you as the trainer to ensure your new team member is given *everything* they need in order to grow and be productive as a team member.
- In providing structure to training that builds one itself, you create a logical order of information that avoids feeling overwhelming because the content is broken down clearly ahead of time.

✓ Determining Need

To ensure comprehensive training, it is crucial to keep an updated record of all ongoing simulations in your department, along with the necessary equipment and supplies for each simulation. This data can later serve as a valuable resource for creating tailored training materials for each simulation along with other applications. By then making these training materials readily available to faculty or staff, they can refresh their knowledge before the simulation, eliminating the need for last-minute re-training on a busy morning by simulation staff.

In this exercise, you will begin to organize the simulations you need coverage for in your program.

If possible, I suggest walking around the simulation space with the workbook while working on this exercise. Doing so can help jog your memory on lesser-used simulations and inspire new ideas regarding the use of equipment and space. It's best to take notes in the designated space provided, so all information is organized in one place, making it simpler to proceed with your design.

For each simulation, write the name in one column and details about the equipment and supplies required for smooth operation in the other. When writing this information, start to think about the skills each simulation would require in order for a simulation technician to competently participate. For example, if it is a simple simulation that only requires static vitals but no interaction between the technician and the students, the main skills associated with that simulation might be the proper usage of the primary manikin and the basic operation of associated software, and understanding where the supplies are kept (familiarity with the sim space).

At this point, it is unnecessary to list the skills tied to each simulation. That task will be tackled later. For now, the objective is to identify the skills that are typically needed for simulation technicians in your program. This will allow you to establish the various training levels you wish to develop.

Review the provided example before starting the exercise to get a more clear idea of the type of information to be collected.

Example

Name of Simulation	Required Equipment & Supplies

PA1 - Basic Skills	3 examination stations located in Sim Space 1. Each exam station requires:
	
	    primary manikin system with static vitals pre-set on automatic loop
	
	    Medical Tray with reflex hammer, Q-Tips, tongue depressors and 4X4 , gauze pads
	
	    Printed copies of the examination note template for each student
	
	Sign-in station for entering students
	Lecture area with operational overhead projector and/or appropriate equipment for faculty to use their own laptops
	Orientation and debrief space with 24 chairs (minimum)
	walkie-talkies for communication between proctors

DNP - 1 Workshop	3 SP E.R. exam rooms, each with;
	    patient gown
	    clean linen and made bed
	    vitals monitor on programmed loop
	Individual note stations outside each exam room logged into simulation recording equipment
	Remote viewing station in the front classroom with a view into all 3 outpatient rooms, including sound
	SP moulage - traumatic injury to the throat, including various stages of bruising and appropriate swelling
	2 proctor stations in outside hallways with remote access to simulation recording equipment

| Name of Simulation	Required Equipment & Supplies
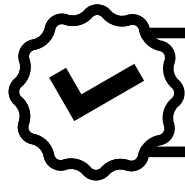
✔ Skills

Use the list of simulations and requirements you just made to complete this next exercise. For each simulation, write the skills you feel are reasonable to expect a simulation technician to have in order to confidently participate.

In the example below, notice how there are some skills that overlap and some that are specific to the different simulations. Also, take note of how some of the skills are specialized and may not be utilized very often over the course of the academic year (like traumatic moulage).

EXAMPLE:

Name of Simulation *(during this simulation…)*	Specific Skills Required *(…the sim tech will…)*
PA1 - Basic Skills	• understand how to properly start and program primary manikin and associated software • understand where the supplies are located in the simulation space • have a basic understanding of projecting equipment
DNP - 1 Workshop	• understand how to properly start and program primary manikin and associated software • Understand how to start and basic operation of simulation recording equipment • Understand how to establish and maintain telehealth links to conference rooms for remote viewing of simulation spaces • understand the application of moulage to human skin • understand how different levels of bruising may look on skin • understand where the supplies are located in the simulation space • have an intermediate understanding of projection equipment
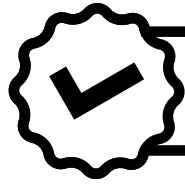
✔ Skills

Name of Simulation *(during this simulation…)*	Specific Skills Required *(…the sim tech will…)*

✓ Levels of Training

During simulation training, it may seem convenient to have a standardized approach for all trainees. However, this can often result in an overwhelming experience for new technicians. It's essential to communicate clear expectations to the trainee and ensure that their colleagues are also aware of their areas of competency. This will help to avoid any confusion during simulation training.

Some practical reasons to have leveled simulation technician training are:

- Technicians can benefit from a tiered pay structure that rewards them for acquiring specialized skills. By offering opportunities for increased earnings and the freedom to pursue advanced training, you can foster a greater sense of commitment and engagement among both independent contractors and full-time team members.

- Ensuring reliable simulation staffing - When a technician completes a training level, it is expected that they have a complete understanding of all the topics covered in that level. This not only boosts the technician's confidence and sense of achievement but also helps you and other staff members to know what to expect while working with them. This approach works for both independently contracted simulation technicians and permanent hires.

- One way to ensure staff meets expectations is by setting clear standards. For instance, if a simulation requires technical expertise, it's reassuring to know that a "level 3" technician has the necessary training to handle the complex aspects. Conversely, it's clear that a "level 1" technician wouldn't be equipped to confidently execute the simulation.

For the next activity, refer to the list of skills you made previously. Separate these skills into 3 groups:

ALL SIMULATIONS: include those **skills that repeat for ALL of the simulations** or workshops listed. This group might include skills like understanding how to start and operate Laerdal and LLeap

HALF OF SIMULATIONS: include those **skills that repeat for at least half the listed simulations**. This group might include skills like the basic operation of Simcapture.

RARE OR SPECIALIZED: include all **skills that were not categorized into either of the previous two groups.** This might include skills like the application of moulage.

EXAMPLE:

ALL Simulations	Half of Simulations	Rare or Specialized
understand how to properly start and program primary manikin system understand where the supplies are located in the simulation space	Understand how to start and basic operation of simulation recording equipment Understand how to establish and maintain telehealth links to conference rooms for remote viewing of simulation spaces	understand the application of moulage to human skin understand how different levels of bruising may look on skin

All Simulations	Half of Simulations	Rare or Specialized

When learners are presented with a large amount of information all at once, they may struggle to process and retain the material. By breaking the training into smaller levels, learners may be better able to focus on each individual concept or skill before moving on to the next one. In addition to reducing overwhelm, breaking training into smaller levels brings clarity to goals and expectations. When learners are better able to see exactly what they need to accomplish at each stage of the training, it helps to keep them motivated and on track as they progress because they understand what they need to do to reach their ultimate goals.

Review the previous exercise in which you separated out the different skills being used in your simulations into three categories. The first category (ALL SIMULATIONS) should contain all of those skills that your program requires its technicians to use *most often*. This level now becomes the basis for your **LEVEL 1 training.**

The second category (HALF OF SIMULATIONS) should contain all of those skills that your program requires its technicians to use *at least half the time*. This level now becomes the basis for your **LEVEL 2 training.**

The third category (RARE OR SPECIALIZED) should contain all of those skills that your program requires its technicians to use *very rarely*. This level now becomes the basis for your **LEVEL 3 training.**

In addition to having leveled training, it is suggested that a **certificate of completion** for each level is awarded before moving forward to the next level. and doing so is important for several reasons. Firstly, it can work to boost the trainee's newfound confidence and, it helps validates their hard work and dedication. Secondly, it sets clear expectations for their colleagues and managers about their level of knowledge and skills. And most importantly, it can inspire employees to take ownership of their learning and strive for further development and employment opportunities. *By offering opportunities for growth and recognition, organizations can foster a culture of continuous learning and improvement.*

Objective Writing for Each Level

Now that you have a basic idea of what each level of training should contain, you can start to add some structure to your ideas!

Review again the list of skills you have under the ALL SIMULATIONS or "level 1". Use the template to turn each of these skills into a learning objective for that level of training. Write these skills under the "novice" category. Repeat this for each of the categories of skills you listed, following the example below for further clarity.

This exercise **does not include specific components** to a simulation but is much more about what you want the **END PRODUCT** of this level to look and operate like. If you need more room, be sure to continue on another page so you don't lose any details hope to include.

I expect my novice simulation technicians to.......

1. Autonomously operate the basic functions of the primary and secondary Manikin systems
2. Demonstrate understanding of the location of supplies in the simulation space
3.
4.
5.

I expect my intermediate simulation technicians to.......

1. Demonstrate an understanding of simulation recording equipment
2. Demonstrate an understanding of telehealth remote operations as it applies to remote viewing of a simulation
3.
4.
5.

I expect my expert simulation technicians to.......

1. Accurately portray contusions on an SP using medical moulage
2. Demonstrate the ability to troubleshoot technician components during an active simulation
3.
4.
5.

I expect my novice simulation technicians to.......

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Keeping the amount of training material presented per level to a reasonable and manageable level is crucial because when learners are overwhelmed with too much information, they may become discouraged and lose motivation. By presenting a manageable amount of material, learners are more likely to stay engaged and retain what they have learned.

Now, **select the 5 most crucial objectives** out of the 10 listed above. Any remaining skills can be carried over to the next level or incorporated into a new level with comparable goals. Additionally, if any skills seem unsuitable for someone training at this level, move them to the next level of training.

1. _____

2. _____

3. _____

4. _____

5. _____

I expect my intermediate simulation technicians to.......

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Keeping the amount of training material presented per level to a reasonable and manageable level is crucial because when learners are overwhelmed with too much information, they may become discouraged and lose motivation. By presenting a manageable amount of material, learners are more likely to stay engaged and retain what they have learned.

Now, **select the 5 most crucial objectives** out of the 10 listed above. Any remaining skills can be carried over to the next level or incorporated into a new level with comparable goals. Additionally, if any skills seem unsuitable for someone training at this level, move them to the next level of training.

1. _____

2. _____

3. _____

4. _____

5. _____

I expect my expert simulation technicians to.......

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Keeping the amount of training material presented per level to a reasonable and manageable level is crucial because when learners are overwhelmed with too much information, they may become discouraged and lose motivation. By presenting a manageable amount of material, learners are more likely to stay engaged and retain what they have learned.

Now, **select the 5 most crucial objectives** out of the 10 listed above. Any remaining skills can be carried over to the next level or incorporated into a new level with comparable goals. Additionally, if any skills seem unsuitable for someone training at this level, move them to the next level of training.

1. _____

2. _____

3. _____

4. _____

5. _____

The aim of this exercise is to assist you in arranging your levels to have clearer objectives before proceeding. But, don't worry! You have already accomplished 95% of the task!

In the space below, give each level a name (this is not a requirement, but it can make it easier when trying to plan content and for clarity when addressing the specific level itself) and rewrite the 5 objectives for that specific level. Remember, try to keep things concise and to the point for clarity when constructing later portions of your training program.

If you have more levels of training than the space provided, consider if there is a way to combine certain elements in your program as a way to condense some of the concepts.

Remember, the goal is to train a competent employee and empower them to organically seek out and ask for more, not drown them in information they will struggle to remember

Level I (Novice):

Objectives:

1. ....

2. ....

3. ....

4. ....

5. ....

Level II (Intermediate) :

Objectives:

1. ....

2. ....

3. ....

4. ....

5. ....

Level III (Expert):

Objectives:

1. ....

2. ....

3. ....

4. ....

5. ....

Level IV:

Objectives:

1. ....

2. ....

3. ....

4. ....

5. ....

Level V:

Objectives:

1. ....

2. ....

3. ....

4. ....

5. ....

Congratulations! Let's take a moment to reflect on everything you have accomplished so far in creating your training program!

You now have:

- An up - to - date list of the simulations your program is or is planning to execute in the next academic year

- A list of the skills associated with execution of each simulation

- A naturally broken down set of skill levels for your training program

- Clear expectations for each level of training you have created

What's next? Great question! Now it's time to dive into the creation of your training content!
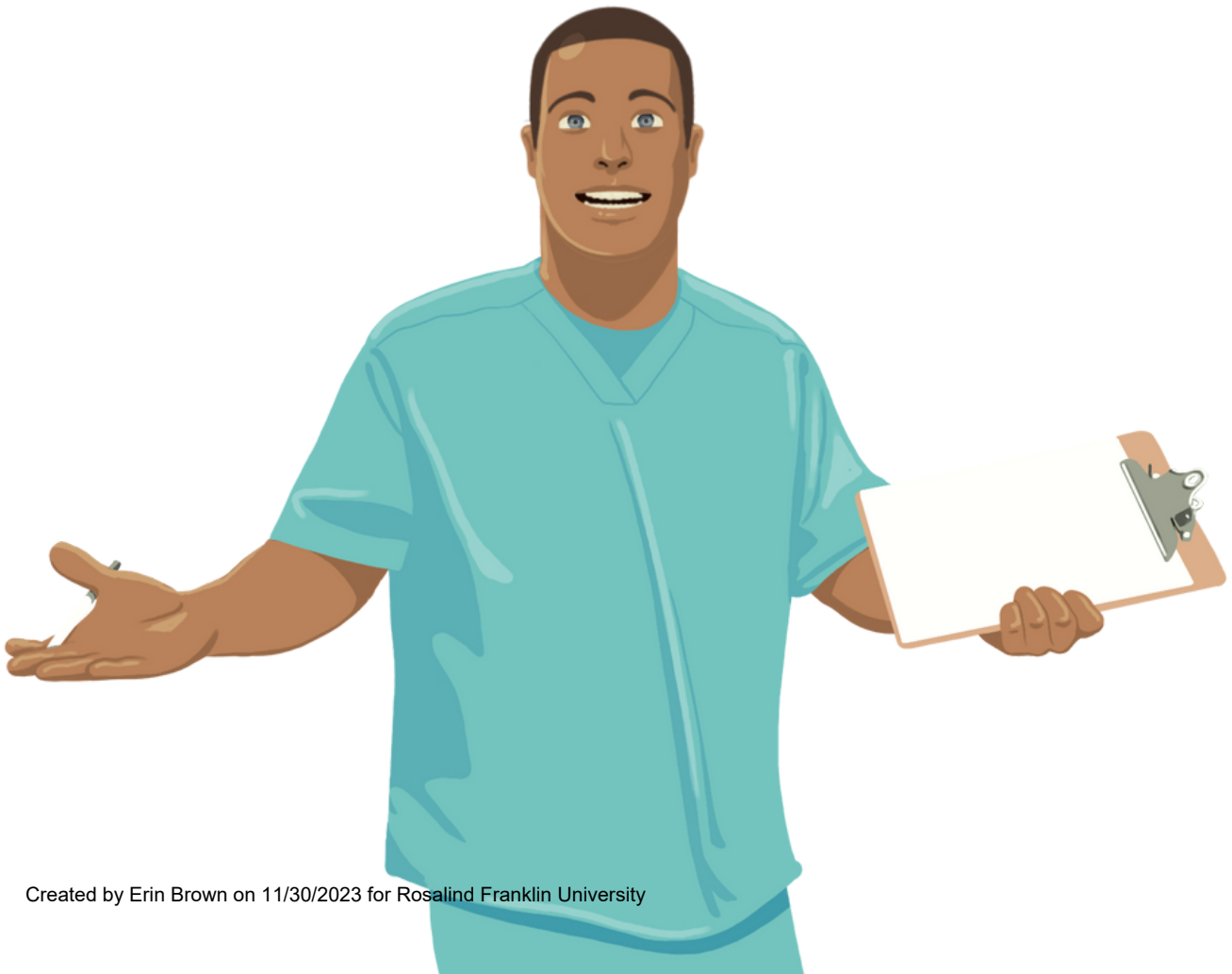
STOP!

It is at this point in creating your training program that I advise you to stop working with this workbook and focus on the actual training materials you intend to incorporate into your program. This tends to be the most time-consuming and expensive aspect of creating your program because you are spending time creating something new using the resources available to you. Here are some of the lessons I have learned in not just building my own training program, but in creating this workbook.

Don't push it. Try to always work from inspiration, when you have time to focus on the task at hand and not when you are feeling a time crunch. When we try to focus on something in the midst of feeling pressure, it tends to lead us to feel a sort of "writer's block". Instead, if you start to feel frustrated, step away long enough to refocus on something that does not give you such a feeling of anxiety.

When creating exercises, it's important to keep in mind that creativity plays a crucial role in the learning process. It helps to capture the learners' attention, making the experience more enjoyable and engaging. Additionally, it motivates them to think outside the box, explore new ideas, and develop their own unique perspectives. Incorporating visual aids like graphics and videos can also be beneficial. It helps to break up the lengthy text, making the information easier to comprehend and remember.

Frequently refer back to the notes and steps you have already taken in this workbook. You don't have to start it all from the bottom, you have already done a lot of the foundational building of a solid program. Now is your opportunity to build on that solid foundation that you gave to yourself!

Do the exercises yourself as you create them. This can help to alleviate mechanical issues down the road and give you insight into the value of the exercise itself.

Be open to the idea that you may have to adjust what you created to fit the growing needs of your center. Being rigid in design can lead to having to recreate an entire program when one aspect changes. Be flexible and allow for growth.

Remember, when learners are actively involved and invested in the material presented, they are more likely to retain what they have learned and know how to apply it in real-life situations.

Think back to the beginning sections of this workbook to recall the initial ideas for training content you came up with as you laid out the different skills that were necessary. Use these ideas as a foundation for your exercises, but remain open to the possibility of adapting the original concept as you progress with the actual creation. At this stage, don't stress too much about the sequence in which you plan to present the material, you are simply producing what you have already identified to be useful in conveying the information.

It is easier to allow for flexibility during the creation of materials. For instance, if you are developing a simulation that includes components that you would like to feature in your training materials, take advantage of this opportunity to take photos, record videos, or double-check the process, even if it's a more advanced training activity and you have only just begun creating the content.

Supplemental Ideas/ Suggestions for Training Exercises:

- Orientation videos of the simulation space highlighting different important aspects
- Short videos demonstrating the skill in real-time
- Written step-by-step instructions for common procedures and simulations (this can also serve as refreshers for staff and faculty who may need it)
- Scavenger hunts to locate materials (and collect points to make it a game)
- Mock simulations
- Mock set-ups and tear-downs of common workshops
- Pair with a training mentor
- Participate in all aspects of inventory control and ordering
- Online learning modules from various simulation websites
- Assign specific chapters of simulation textbooks for review
- Word search or crossword with the definition of teams as clues
- Reflection worksheets - for example: give the trainee a scenario and ask how they would best utilize the space, how and when they would set up, etc...
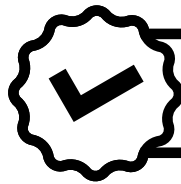
✔ Creating Content

To help ensure the effectiveness of training content, it is crucial to keep the new team member engaged and empowered throughout their learning experience. This can be accomplished by utilizing a variety of tools, such as written instructions, pictures, videos, and hands-on applications.

In the following exercises, you will start brainstorming activities for each previously determined training level. When brainstorming ways to impart the skill you wish to convey, try to include relevant skills without overwhelming the content. Don't hesitate to **think creatively and combine multipule objectives** into one learning experience (for instance, a simulation of a setup scenario can teach multiple skills at once) for simplicity. Refer to the example below for guidance.

Novice

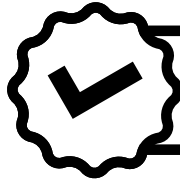| Expectation *(I expect my sim tech to...)*	Activity *(how can I best facilitate understanding of the skill I am describing?)*
set up of individual suture stations with all supplies restock all suture kits between each group properly clean and store all suture kits at the end of the simulation	All of these would require a working knowledge of where supplies are located. One way to encourage the new team member to learn the specific location and storage of supplies and task trainers would be a **scavenger hunt** in the center for a list of commonly used equipment or supplies. Not only does this get the new team member moving, but it's also interactive and fun. You can even make a race out of it if you are training more than one person! You could also give them the task of setting up a task trainer for a specific simulation (as if they were setting up for one the next day) as a way to allow the new team member to demonstrate what they have learned! There are multiple websites online dedicated to simulation - checking these for ideas an prove valuable in your design!
Display a good understanding of applicable and common vocabulary related to simulation and healthcare.	Print a copy of a simulation terminology dictionary for them "open book:" style vocabulary quiz -
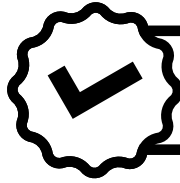
Creating Content

NOVICE

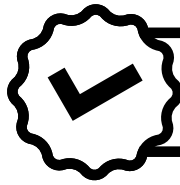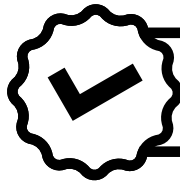| Skill *(what do I want them to know?)*	Activity *(how can I best facilitate understanding of the skill I am describing?)*

✓ Creating Content

Intermediate

Skill *(what do I want them to know?)*	Activity *(how can I best facilitate understanding of the skill I am describing?)*
coordinate and establish telehealth meeting dedicated to simulation for faculty/staff/learners	Create and print a step - by - step guide for hosting an online simulation, including responsibilities and expectations of the department and team members Task the new team member with setting up a mock online simulation and have them run through a simple blueprint.
move learners between virtual rooms	Incorporate pre-produced videos from Zooms website into a daily briefing or assigned tasks.
moderate conversations between learners in the main virtual room	Online learning modules produced by various simulation programs, organizations or publications may have targeted information about specific manikin components or software. All of these skills can be conveyed at the same time if designed carefully, saving time and energy.

✔ Creating Content

Intermediate

| Skill
(what do I want them to know?) | Activity
(how can I best facilitate understanding of the skill I am describing?) |
|---|---|
| | |

Creating Content

Expert

Skill *(what do I want them to know?)*	Activity *(how can I best facilitate understanding of the skill I am describing?)*
orient learners and faculty to the simulation space	Have the new technician write a script of what they would say in their own orientation Shadow another team member as they perform the orientation for different groups of learners.
establish standardized set ups of each exam station (according to provided script and instructions)	Create written instructions with all requirements and expectations clearly listed. Set up mock stations in the center based on different standardized simulations Spend some time looking online at various simulation resource websites for learning modules pertaining to these specific skills.
establish standardized set ups of each exam station (according to provided script and instructions)	When designing training for skills like this, keep in mind **most of the required information will have be gained in earlier training**. For example, you should not need to retrain someone on the simulation space and its applications to a specific simulation if they have reached the point in their training where they can be counted on to learn this important aspect.

Creating Content

Expert

Skill *(what do I want them to know?)*	Activity *(how can I best facilitate understanding of the skill I am describing?)*

In order to allow clear focus when putting your training manual together, use the following spaces to clearly write out the final activities you have created for each level. This will serve as your "lesson plan" as you move forward with your program! Refer to the examples below and use as many pages as necessary to complete the task.

LEVEL & OBJECTIVE	ACTIVITIES & EXERCISES
ST - I: Autonomously perform basic operation the primary and secondary Manikin systems	**Video:** *Basic operation of primary manikin system* **Video:** *Basic operation of secondary manikin system* **Worksheet**: *Putting the steps of operation in order (the trainee will unscramble the provided steps of both systems of start up without help from mentor)* **Printed instructions** of start up operations for both systems given to trainee for their use as reference material. **Mock Set Up:** trainee will perform a set up of both manikin systems to the satisfaction of their mentor (mentor will complete checklist)
ST - I: Demonstrate understanding of the location of supplies in the simulation space	**Walking tour of supply stations with mentor** **Worksheet**: *supply scavenger hunt* - the trainee will have a specific amount of time to find and bring to the mentor/trainer specific pieces of disposable supplies. **Activity**: *name it*! - the trainee will sit with the mentor/trainer to identify pieces of lesser known supplies and equipment, reviewing the proper use and disposal of each.
ST - 2: Demonstrate an understanding of simulation recording equipment	**Video:** proper etiquitte for telehealth simulations **Observation**: PSY-2 Telesimulation - the trainee will spend the afternoon as an observer in the PSY-2 telesimulation **Worksheet**: important components - the trainee will fill out the accompanying worksheet designed to highlight the most important aspects of their role in the simulation. **Activity**: the trainee will act as co-host for the PSY-2 telesimulation (2nd day) with the supervision of their mentor/trainer
ST - 3: Accurately portray contusions on an SP using medical moulage	**Activity:** review "book of bruises" with moulage expert, discussing the different stages of bruising and in what application we may see them in simulations **Activity**: work with moulage expert to practice application of moulage to primary manikin system. Include the prep and clean up of the materials and manikin **Activity**: mock simulation - the trainee will receive a simulation scenario that requires bruising moulage. The trainee will then apply the appropriate style of make up to the moulage expert

LEVEL & OBJECTIVE	ACTIVITIES & EXERCISES

Knowledge Checks

As the trainer, it is crucial to ensure that your new team member can complete assigned tasks competently by utilizing the information and training you've provided. Only after that, you can allow other team members to rely on their performance.

A knowledge check is an excellent way for the new team member to showcase their abilities to themselves, their new colleagues, and you, indicating that they are ready for the next phase of their training. These checks should not be considered "tests" with the possibility of failure but rather as opportunities for personal growth and improvement.

Before conducting the knowledge check, sit with your new team member to clear any doubts or questions they may have. **Only offer the knowledge check when they are ready** to demonstrate the skills they need to complete it.

After the check is over, provide the team member with constructive feedback and praise to encourage them to continue moving forward.

In the following section, examples and worksheets will be available for you to utilize in constructing knowledge checks for each level of training that your program requires. It is important to have the previously completed worksheets as a reference to ensure that no material is overlooked or skipped during the creation process.

At the end of this section, you will also find an example of a certificate of completion for levels of training.

Acknowledging accomplishments in training with new employees is crucial for several reasons. Firstly, it boosts employee morale and motivation, which can lead to increased productivity. This acknowledgment also reinforces the importance of hard work and dedication in the workplace as well as helping to build a positive culture that values and recognizes individual contributions.

For the trainer, acknowledging accomplishments can help to identify areas where an employee excels, which can be useful for future training and development opportunities. Overall, recognizing and celebrating accomplishments is an essential part of creating a supportive and productive work environment.
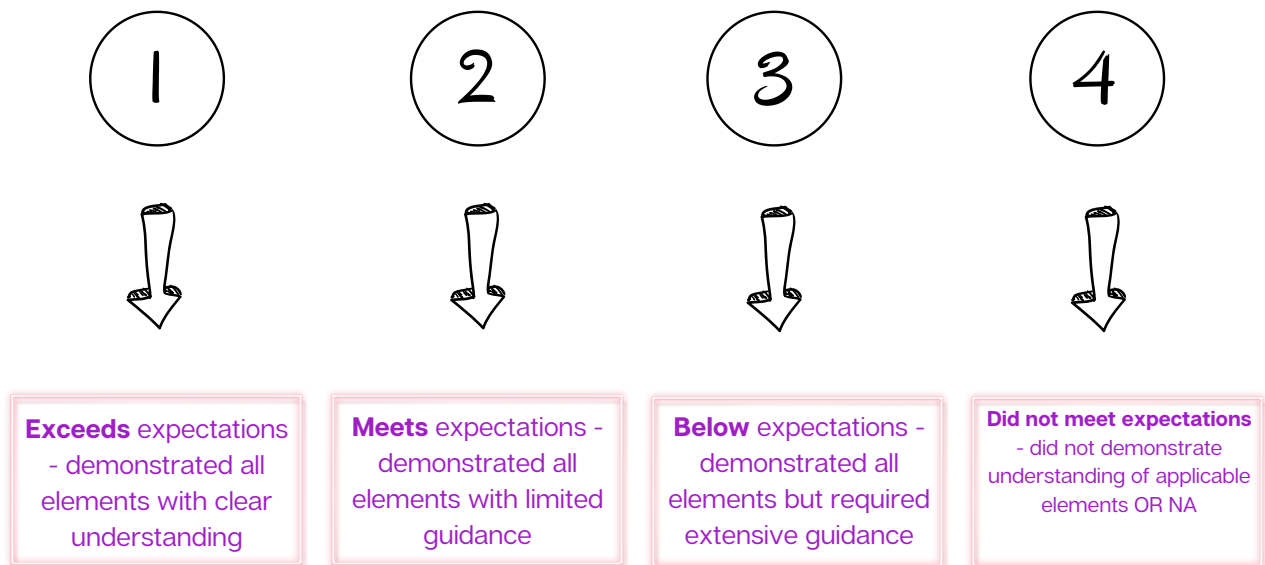
Determining Competency

The purpose of knowledge checks is to evaluate the progress of new team members and determine whether they should proceed with their training or require more time on certain aspects before moving forward.

One useful tool for this assessment is a competency checklist.

Checklists for competencies are highly useful in training as they offer a concise and organized method of evaluating whether a new team member has achieved the expected level of expertise and comprehension. Moreover, this approach instills confidence in the new team member's grasp of the subject matter and promotes open communication between them and their trainer.

Follow the *example below* to help create your own levels of competency. At this time, you are not applying these to specific skills or knowledge, just determining what each level of competence means for the new team member and their training.

1	2	3	4
↓	↓	↓	↓
Exceeds expectations - demonstrated all elements with clear understanding	**Meets** expectations - demonstrated all elements with limited guidance	**Below** expectations - demonstrated all elements but required extensive guidance	**Did not meet expectations** - did not demonstrate understanding of applicable elements OR NA

Provide *your* definitions for measuring competency for the skills presented in each knowledge check exercise in the designated boxes below (we will use this later)

Knowledge Check Brainstorm

Knowledge checks should be seen as an opportunity for the new trainee to demonstrate their understanding of what has been asked of them related to the level they are completing. Doing this not only allows for you as the trainer to have confidence in the trainee accepting responsibility being handed to them, but it also serves to demonstrate this competence to the rest of your team and provide clear expectations for the future. When constructing activities for your knowledge checks, be reasonable in your expectations and allow enough time for all tasks to be completed.

Although it can be tempting to simply re-use some of the training materials you have already created, when you do this, you open yourself up to the possibility the skill may be memorized but not understood. Instead, draw from previous exercises but expand on them or incorporate different details. It can be helpful to create a set of mock simulations related to the different levels you have created where multiple skills can be demonstrated at once. When using a mock simulation to determine competence of skill, it is advised that you also create a checklist so you as the trainer can be sure the specific and most important elements are met before moving forward. This can also be used later to give constructive feedback to the trainee.

Refer to the examples of brainstorming provided and use the empty space to capture your own thoughts and inspirations. An example of the level I knowledge check I created when building my own program and an example checklist using the exercises from the previous examples provided for the knowledge check brainstorm has been provided for inspiration to create your own.

Knowledge Check Planning Brainstorm

LEVEL & OBJECTIVES	Demonstration of Understanding
ST - I: Autonomously perform basic operation the primary and secondary Manikin systems ST - I: Demonstrate understanding of the location of supplies in the simulation space	Perform all duties expected of a level I simulation technician related to the **mock simulation "MK-1"**. All aspects of start-up, shut-down and storage will be observed by the trainer and associated checklist must be completed with a rating of 2 or better per component The trainee will be given a list of supplies used for the DNP-4 workshop and is expected to bring the supplies back to the designated area and set it up appropriatly.
ST - 2: Demonstrate an understanding of simulation recording equipment ST - 2: Demonstrate an understanding of telehealth remote operations as it applies to remote viewing of a simulation	Perform all duties expected of a level 2 simulation technician related to the **mock telesimulation "MK-2".** This includes the establishment of a remote viewing station with capabilities to interact with participants in the main location, the moving of staff members into the appropriate virtual spaces, management of messaging and chat feature. ***it's important to remember this mock simulation will also include elements the technician should have mastered in their level I training. As you are creating the checklists to determine competency, be sure to focus on the skills appropriate to the level you are working with. ***

Knowledge Check Planning Brainstorm

LEVEL & OBJECTIVES	Demonstration of Understanding

Level 1
SimOps Training
Knowledge Check - EXAMPLE

Congratulations! You have reached the Knowledge Check for Level 1 of your training as a Healthcare Simulation Operations Specialist!

The exercises here are intended to strengthen the skills you have acquired through your training so far. Complete each item individually (without your trainer) and turn this paper into your trainer when you have finished each item.

Definitions:
Please provide a definition of each item. Definitions do NOT need to be exact, but should accurately reflect the meaning of the term.

   1. Fidelity:_____

   2. Learning Goals: _____

   3. Learning Objectives: _____

   4. Feedback: _____

   5. Formative Assessment: _____

Ethics:
Please list the 6 aspects of The Healthcare Simulationists Code of Ethics. Provide a brief description of each.

1._____

2._____

3._____

4._____

5._____

6._____

Level 1
SimOps Training
Knowledge Check - EXAMPLE

ST - 1 Competency Checklist - MK - 1

This checklist should be filled out by the senior training staff member during the relevant mock simulation for this level of the simulation technician training program. To qualify for ST-1-rated simulation projects and advance to the next training section, each knowledge checkt must receive a rating of 5 or lower.

Skill	Level of Demonstrated Competence			
	Exceeds	Meets	Below	Did not Meet/ NA
The trainee successfully performed basic start up procedures for primary manikin system	1	2	3	4
The trainee successfully performed basic programming of static vitals for primary manikin system	1	2	3	4
The trainee successfully performed basic shut down and storage procedures for primary manikin system	1	2	3	4
The trainee successfully staged and reset the simulation space appropriate to the MK-1 simulation	1	2	3	4

The level ST-1 training Knowledge Check has been successfully completed.
_____ is now eligible for any simulation work with an ST-1 rating and is encouraged to continue forward to an ST-2 training section.

Date: Signature of Training Supervisor:
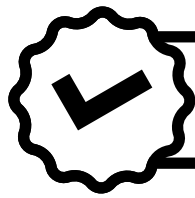
Determining Timeframe

Before you can begin to actually build your training program, you have to determine the amount of time you are allowing yourself and the new team member to learn the total amount of information you plan to give them.

Breaking down the training into manageable time blocks can be helpful in maintaining realistic expectations and avoiding burnout. It also provides a sense of direction, and achievement, boosting confidence and motivation. Moreover, shorter training sessions enable better focus and retention of information, resulting in more efficient learning outcomes. Through this approach, individuals can manage their training expectations and remain engaged and dedicated throughout the process.

When designing your training program, it's recommended that you allocate a set time each day or week **exclusively for training**. This period should be complemented with opportunities to witness active simulations, collaborate with colleagues, and contribute to the planning and execution of simulations within your program. Involving new team members in day-to-day operations can aid in their orientation to daily tasks and expectations, foster strong relationships among staff, and cultivate a sense of ownership and satisfaction in the work being accomplished.

It is advisable to update or modify training schedules every academic year due to the expanding nature of simulation and simulation programs. This will ensure that you incorporate new and diverse types of training and observation.

Although there may be a need to change the schedule each new academic year to accommodate the simulation team, be sure to **allocate specific days for training** around the other planned simulation operations that week. For the rest of the week, fill the time with opportunities for observation and assistance in line with where they are in their current training. This will complement the hands-on and theoretical material that you are providing, creating a solid base of knowledge upon which you can continue to build important skills and knowledge.

In this exercise, you will work to create a basic employment and training schedule for your new team member for the weeks you expect to be conducting training.

When it comes to simulation, it's important to keep in mind that things can be unpredictable. As you make your training schedules, make sure you leave room for any last-minute changes that may come up. It's also important to remember that these schedules are meant to be guides for training and don't necessarily have to be followed to the letter.

Take into account any simulations or preparations that need to be taken care of during this time frame and include them in the actual schedule to help give clear structure and expectations to your new team member.

When planning the day, it's important to involve the new team member in as many hands-on experiences as possible. This reinforces the information they learn during training exercises. Hands-on training allows employees to practice what they've learned and receive valuable feedback from their trainer. This approach not only makes training more effective but also boosts the employee's confidence and readiness for their new role.

By maintaining flexibility in your schedule, you can provide ample time for new team members to comprehend the content before moving on to the next concepts. This approach also relieves the pressure on you or the individual responsible for their training, eliminating the need to rush through all the material.

Take a look at the sample training schedule below to get some ideas on how you can structure your own training days. Utilize the provided template and jot down your plans for the first week of training using a pencil. You may also create additional copies or your own version of the schedule for the following weeks of programming.

Example Training Schedule
(full time/part time, Permanent Hire):

Active Simulation or Preparations for this Week:

MONDAY: Nurse Anesthesia Prep - 2 OR's, HAL, Gurney, 4 independent study stations
Nursing Simulation in OP 8:30 am - 2:00 pm (Larry lead ST)

TUESDAY: Nurse Anesthesia Simulation 7:30 am - 2:30 pm (Whitney lead ST)

WEDNESDAY: M3 Internal Medicine OSCE Prep - 4 OP, 4 IP, 2 OR, individual note
stations, metal tray with supplies, orientation room, MOULAGE
REQUIRED

FRIDAY: Nutrition simulation 8:00 am - 2:00 pm - no prep required, simple history
workshop

MONDAY (first day of active employment):

8:00 - 9:30 am:	Detailed tour of simulation space with director of program & paper work for HR department requirements
9:30 - 10:30 am:	Assist lead sim tech in setting up for nurse anesthesia simulation on Tuesday
10:30 - 12:00 pm:	Observe nursing simulation
12:00 - 1:00 pm:	LUNCH
11:00 - 2:00 pm:	Observe nursing simulation and assist lead sim tech in tear down of nursing simulation

TUESDAY (dedicated training day):

8:00 - 11:30 am:	Independent work on simulation online learning modules 1 & 2 Complete the "common terms" word search Review training video 1 "A Day in the Life of a Simulation Technicaian" Complete "video 1 questionnaire"
11:30 - 12:30 pm:	LUNCH
12:30 - 2: 00 pm:	Review airway task trainers - location, care, set up and use
2:00 - 3:00 pm:	Review "airway task trainer" video module & complete associated questionnaire

WEDNESDAY:

8:00 - 8:30 am: Assist with last-minute prep for nurse anesthesia simulation

8:30 - 8:45 am: Assist with student sign-in station for nurse anesthesia simulation

9:00 - 3:00 pm: Assist lead simulation technician with nurse anesthesia simulation

3:15 - 4:00 pm: Assist faculty with debrief of nurse anesthesia students

THURSDAY

8:00 - 10:30 am: Assist with inventory of disposiable supplies

10:30 - 11:00 am: Work with lead simulation technician to draft a list of needed supplies
for the program director

11:30 - 12:30 pm: LUNCH

12:30 - 3:30 pm: Shadow lead simulation technician on routine daily work

FRIDAY:

8:00 - 2:00 pm: Shadow secondary simulation technician in Nutrition simulation

2:00 - 3:30 pm: Complete "inventory scavenger hunt" activity and turn in to training
supervisor

3:30 - 4:00 pm: End of the week training summary meeting - opportunities for feedback
from training personnel, answered questions and prep for the coming
week of training

At the end of each training week, meet with the new team member to provide constructive feedback & answer any questions they may have as a way to reinforce the training from that week!

Created by Erin Brown on 11/30/2023 for Rosalind Franklin University
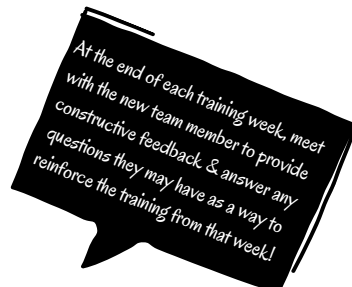
Training Schedule

Week 1 of Training

Active Simulation or Preparations for this Week:

DAY ONE   FIRST WEEK OF TRAINING   DATE:

DAY TWO   FIRST WEEK OF TRAINING   DATE:

DAY THREE　　　　　　FIRST WEEK OF TRAINING　　　　DATE:

DAY FOUR　　　　　　FIRST WEEK OF TRAINING　　　　DATE:

DAY FIVE　　　　　　FIRST WEEK OF TRAINING　　　　DATE:

Part II:

Creating Your Training Manual
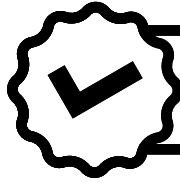
Putting it Together

Well done! You have reached the most enjoyable phase of the entire process - creating your training manual! You can use any platform that suits your preferences and enables you to be imaginative and vibrant in your design, but It is highly recommended to use a platform that enables easy editing of the content, if available. This ensures that the training material remains current and relevant as it can be updated quickly. This also allows you to print only the pages required for a new team member who may need specific components of the training material. This way, you can avoid unnecessary printing and save resources.

This section of the workbook is designed to help you explore how to put all the information you have already gathered and created into an effective training manual tailored to meet the needs of your new team members. You could even think of this as your "teachers manual"! I suggest you print a copy of your manual for easy access and reference later; this can be a helpful reference when trying to print sections for new trainees. Printing each level and keeping everything together in one binder can also be helpful when trying to recall the details of the program you created.

As you move forward, lean heavily on what you have already created, but be open to spontanious inspiration to jump in! Everything you need to start constructing your own training book is in place, now comes the satisfying experience of putting it all together! My suggestion, as you build this, is to create each exercise in a separate document or file (in whatever format works best for you). This makes it easier later when you only need to print one part of the level for someone or when you need to update training. Remember, bite size pieces of training keep you and the trainee from choking.

Before you begin this section, be sure you have all the previous work you have done so you are not searching for it as you go. Being organized during this entire process is half the battle!

Building level I

During the level I training, new team members are introduced to the procedures and equipment associated with the program's simulations. It is also an opportune time to ensure that they have all the necessary employment aspects that do not need to be included in a knowledge check in place. To achieve this, it would be beneficial to include elements such as:

- Take a tour of the University/ department
- Meet all other staff and faculty members involved in the program
- Acquire proper parking passes & ID badges
- Practice using the time clock
- Turn in all financial paperwork to the correct departments
- Complete state-required training and videos
- Review of the mission and vision of the program and/or overall structure of the organization
- Professional expectations such as appropriate dress, pay schedule, holidays, time off requests, calling in sick protocols
- HIPPA or any other governmental regulations and how they apply to their position

Even though these aspects of training are not being tested for comprehension, it can be beneficial to still create a checklist for the trainer to ensure all vital components are met. Depending on your program and organization, many of these requirements are met during orientation or in a meeting with the human resources department. Be sure to check with your own program to see what you are responsible for and what is in the hands of others before you spend too much time creating checklists.

An example of what a level I simulation technician training section might look like and contain (content only) is provided, but remember this is very dependent on your program and materials. Keep in mind, all of the referenced materials (worksheets, simulations, videos and supplements) are **representative of the work you have already created**. Use the examples are reference, but trust your own inspired design and use as many vivid colors, pictures and design elements as is reasonable to help catch the eye and keep the attention.

The initial page of every training module must contain all the essential details that the trainee needs to accomplish the given task successfully. A checklist format is the most straightforward way to present this information, allowing the trainee to visualize the expected work and check off each requirement for a sense of accomplishment.

To ensure clarity, the following elements can be included in the checklist:

- An outline of the material presented in the section
- An expected timeline for completion of all materials in the section
- Location of all materials required (worksheets. videos, etc...)
- When to expect the knowledge check
- What does it mean if the are unable or unready to pass the knowledge check
- What amount of time they are expected to dedicate to training vs simulation technician duties (or a copy of their training schedule)
- How and when to ask for clarification

An example of a simple skills checklist for a level I simulation technician has been provided as a reference, but be sure to **use all of your own elements** and add any other important information.

Level 1
SimOps Training
Level One Component Checklist

SimOps Team Member: _____

Date of Hire: _____

(   ) Official HR Orientation in North Chicago   (Monday 8:00 am)

(   ) Badge Request Completed

(   ) Tour of Simulation Center   (Monday 9:30 am)

(   ) Parking Regulations & Location Reviewed   (Monday 9:45 am)

(   ) Common Terms & Definitions   (Tuesday 8:00 am)

(   ) SimOps Specialist Expectations & Code of Ethics   (Tuesday 8:00 am)

(   ) Supply Closet Locations & Contents   (Tuesday 8:30 am)

(   ) Review of commonly used disposable   (Tuesday 9:30 am)

     simulation equipment

(   ) Introduction to task trainers   (Wednesday 8:00 am)

(   ) Introduction to primary manikin & software   (Wednesday 9:00 am)

(   ) Introduction to secondary manikin & software   (Wednesday 10:00 am)

(   ) Simulation Observation   (Thursday - all day)

(   ) DNP Airway Workshop Introduction   (Monday 8:00 am)

(   ) **Level 1 knowledge check complete**   **(Friday 10:00 am)**

Notes: Date: _____

       Trainer: _____

Level 1
SimOps Training

Simulation Operations Specialist :
Expectations & Code of Ethics

Learn:

In healthcare, simulation-based training serves as an active learning technique to help students master crucial clinical behaviors such as performing a history and physical exam, using appropriate interpersonal communication, and engaging in accurate clinical reasoning.

Within the department, we use a variety of simulation techniques, including manikin-based simulation, task training, virtual patient simulation and standardized patient encounters.

Your role as a SimOps Specialist often carries with it an adaptive job description, meaning while there are aspects of your position that will not change, there are some that may during the course of a simulation or workshop.

To get a better understanding of what may be asked of you in your role as a SimOps Specialist, review the SimOps Specialist Expectations & Code of Ethics list becoming familiar with each term and the possible application it may have for you in your new position.

Act:

Once you have had time to familiarize yourself with the professional expectations connected to your new position, complete the Ethics Quiz in your personnel file. You have the option of printing this quiz or completing it in electronic format, whichever you prefer. Alert your mentor when you are done.

Review:

Be sure to communicate any concerns or questions to your trainer or your supervisor as soon as possible to avoid any confusion on anyone's part.

Level 1
SimOps Training

Important Terms & Definitions

Learn:

One of the keys to success as a SimOps team member is learning how best to communicate with other members of your team. Being able to accurately and clearly relate information to team members helps prevent mistakes and improves the overall quality of the simulation we produce for the students.

Healthcare Simulation, like many professions, comes with its' own set of unique terms and definitions that you will need to know in order to communicate vital information.

Review the *Healthcare Simulation Common Terms & Definitions* guide provided by your mentor. Take the necessary time to read each term and understand how it relates to what you are expected to do as a simulation technician. Is what you have been presented a physical object? If so, what could it be used for? Is it a concept? How can you apply this concept to your role?

Act:

Once you feel comfortable with the terms presented to you in the learning material, complete the definitions worksheet provided. There is no pass or fail to this assignment, it is intended to help reinforce the information you have recently learned. Any questions you have, please contact your mentor. Once this worksheet is completed, review with your mentor and place into your training book for reference.

Review:

Be sure to communicate any concerns or questions to your trainer or your supervisor as soon as possible to avoid any confusion on anyone's part.

Page 3

Level 1
SimOps Training

Supplies

Learn:

Executing a successful simulation often requires multiple components to come together at exactly the right time and place. Part of your job as a level I simulation technician is to work behind the scenes before, during and after the simulation, ensuring a smooth running process.

Using the active inventory list provided to you by your mentor, visit all of the listed supply locations. For *each* location, ask your mentor to point out the materials and supplies that are most commonly used in current simulations. When you encounter materials you are not familiar with, discuss with your mentor their application and take notes on anything you want to be able to reflect on later. For disposable supplies, learn how to log their use to reflect an accurate inventory for the center. Make notes of who to contact when supplies need to be ordered for the simulation center and any other important information about any of the supplies that you may find helpful.

Act:

Assist your mentor in the monthly supply inventory, completing your own copy of the reorder form as you go. At the end of the inventory, review your copy against the official copy being turned into the department head and discuss any discrepancies, including how the mistake could be corrected if made on the actual inventory.

Review:

Keep your copy of the completed inventory list along with any notes you may have taken in your personal training book for future reference.

Level 1
SimOps Training

Primary Manikin Procedure

Learn:

The simulation department provides high fidelity simulations to 5 graduate colleges as well as to multiple outside organizations. Although the level of involvement for each simulation varies, each one uses at least one of our three manikin systems. Learning how to properly turn on and set up these simulators is an essential duty assigned to your new position. Review the Primary Manikin System Orientation video and the Secondary Manikin System Orientation videos located in your learning portal. You may review these videos as often as needed to help you gain an understanding of the proper operational procedures.

Act:

Complete the Primary and Secondary Manikin System Review Worksheets found in your learning portal. These can be completed electronically or physically, whichever is easiest for you. These worksheets can also be completed while watching the review videos. Once you have completed the worksheets, go over your responses with your mentor to check for accuracy. If you have missed any component, discuss with your mentor ways you may better be able to integrate the information.

Review:

Once you have completed the activity, ask your mentor to print the written instructions that reinforce the infromation presented in the videos. Use these for reference later, keeping them in your personal training book.

Moving Forward

Creating the rest of the training levels for your program is only different from what you created in level I because of the content you use. Follow the same steps to continue to build your simulation training program. By using the work you have already done, you can build on your previous successes and improve areas that may need more attention as well as offering an effective and engaging training experience for your trainees.

Keep in mind the importance of variety in training tasks as a way to keep your trainees interested and engaged. Don't be afraid to think outside of the box and try new approaches to training.

Consider conducting a **pilot trial** of your training program with already experienced staff to help identify any gaps or concerns that need to be addressed before launching the program. This is also a great way to include the rest of the team in the development process.

While working with your new simulation technician to complete their training program, it's a good idea they create their own personal reference book using the knowledge they gain during training. This creates personalized reference material the new technician can turn to in order to answer last-minute questions and provide a cushion of confidence that they have everything they need to succeed as well as the opportunity to be autonomous in their quest for further training.

Important printouts and instructions can be kept in a three-ring binder for ease of access and the ability to add further information as they go. Additionally, you can offer a list of resources to help them expand their understanding of simulation beyond your program. This could include websites for professional organizations related to simulation, dictionaries of simulation terminology, or information on degree programs designed for simulation technicians.

Part III:

Starting Training on Day One

Pre - Day 1: Laying the Track

Introduction & Information Gathering Survey
The "Welcome Packet"

Starting a new job can be stressful and overwhelming, even for those who feel well-prepared. To ease the burden on new team members and make them feel welcome, it's a good idea to establish a shared mental model of your simulation program ***prior to their first day***.

You can create a "welcome packet" that contains information about the program, which will help set clear expectations for learning and alleviate some of the stress associated with starting a new job. Sharing this packet with your new team member (either electronically or in print) not only shows that you care about their experience but also provides you with an opportunity to get to know them before they even start.

The information you gather before the trainee even starts their new position can be used to (reasonably) tailor your training to the individual's strengths and learning style and demonstrate a strong commitment to their successful integration into your program. This is one of the places keeping your training exercises flexible comes in handy.

Suggested items and ideas to include in your welcome packet are provided on the following pages along with a sample survey I use in my own training. Examples of learning style surveys created by different organizations can be found for free online and can be used as a guide to create your own.

AS THE TRAINER, IT IS VITAL YOU READ AND INCORPORATE THE INFORMATION YOU ASK THE EMPLOYEE TO PROVIDE! Just asking the information is not enough!

Suggested "Welcome Packet" Contents

- **Introduction to the University or Program** - by providing an overview of the mission and vision of the University and/or the program, the new employee will feel as though they have at least some understanding of the underlying principles of operation.

- **Directory of relevant staff & faculty with photos and contact information** - This helps eliminate some of the possible confusion on the first day with trying to remember who everyone is and how they are related to this new position.

- **Onboarding Survey** - An onboarding survey is an excellent opportunity to discover what advanced training or cross-training the new team member may be interested in. When creating this survey, be sure to ask about familiarity with any relevant technology you are already incorporating in your simulations in addition to listing any avenues where they can be cross-trained. For example, if you use standardized patients in your program, can your new ST be cross-trained in that area for greater coverage?

  - **Learning Style Survey** - Providing this survey to your team member demonstrates to them that you care about how they are learning as your new team member and that you want them to succeed because you are willing to work with their learning style. The VARK learning style questionnaire is a commonly accepted version of this and can be found at www.vark-learn.com for incorporation into your welcome packet.

- **Expectations of the position** - This does not need to be a detailed list of all of the things this new team member will eventually be expected to perform or understand as part of your team. It should, however, convey the basic information everyone is looking for when starting at a new place of employment. Dress requirements, reporting times, any policies related to the use of electronics (including taking pictures of the sims themselves), parking information, lunch information (do you have a microwave or a fridge?), and any badge requirements are all helpful pieces of information to have before the first day!

Example:
Onboarding Survey

	I am **VERY** familiar with this position or tool	I am **MODERATELY** familiar with this position or tool	I am **NOT FAMILIAR** with this position or tool
Standardized Patients			
Nurse Anesthesia			
Podiatrist			
Physical Therapist			
Nurse Practitioners			
Physicians Assistants			
Word Suite			
Simulation Recording Equipment			
Telehealth technologies			
Moulage			

Be sure to include the programs available for cross-training opportunities as well as any relevant technology!

Example Onboarding Survey

As a Simulation Technician, you may have the opportunity to be cross trained in other areas of healthcare simulation. **Please check any areas that may be of interest to you:**

Moulage (make up effects to create realism)	☐
Participating as a co-host in a telesimulation (taking attendance, signing students in to the correct platform, troubleshooting)	☐
Working with high school groups that travel to the simulation center	☐
Using existing medical knowledge to assist with more complex or sensitive cases	☐
Clinical Skills Instructor (eg: task trainer skills, EKG 12 - lead instruction, student coaching)	☐
Learning to train Standardized Patients or Simulation Technicians in a specific case	☐
Other areas of interest:	

A Note From the Editor...

In conclusion, this comprehensive workbook serves as an invaluable guide to creating an effective in-house training program for your simulation technicians. As the number of simulation programs increases, the demand for simulation technicians grows, making the need for well-designed training programs crucial. This workbook provides invaluable insights that will equip you with the necessary tools to create a robust and successful training program.

The wealth of information within these pages covers every aspect of the training process. From the initial steps of needs analysis and clear objective writing to the scaffolding of learning, the process outlined in this workbook ensures that your simulation technicians continually build upon their existing knowledge to create a culture of continuous growth and proficiency.

Erin emphasizes the vital importance of time and patience. Her advice to allow ample time for re-training as needed, and to ensure your new technicians are thoroughly comfortable with assigned tasks before moving forward is sage advice. The inclusion of hands-on manipulation of equipment to ensure muscle memory is a brilliant approach to enhancing competence and confidence.

Additionally, the emphasis on providing clear as well as written directions for even the most basic components of training ensures that even the simplest tasks are approached with precision. This creates a solid foundation for the more difficult challenges ahead.

This workbook uses sound educational principles to masterfully integrate the necessary elements of effective training. The incorporation of needs analysis and assessment writing ensures a tailored and impactful simulation technician program.

As you embark on your journey of developing your own in-house training program, I encourage you to use every bit of wisdom written in this workbook. This is designed to be your go-to resource to create a workforce of skilled and proficient simulation technicians.

Best wishes as you champion the growth and success of your simulation technician team.

Marilyn Hanson, EdD
The Baldwin Institute, Rosalind Franklin University of Medicine & Science